

B.A. (Honours) in Contemporary English Studies

Course Title	:	English Phonology
Course Code	:	ENG271
Recommended Study Year	:	2 nd & 3 rd Year
No. of Credits/Term	:	3
Mode of Tuition	:	Lecture and Tutorial
Class Contact Hours	:	2 hours Lecture/week 1 hour Tutorial/week
Category in Major Programme	:	Disciplinary Elective
Prerequisite(s)	:	N/A
Co-requisite(s)	:	N/A
Exclusion(s)	:	N/A
Exemption Requirement(s)	:	N/A

Brief Course Description

Phonology is the study of sound patterns in language. While closely related to phonetics, phonology has a different focus: it is concerned with the function, behaviour and organization of speech sounds as linguistic units, rather than the production, perception and classification of speech sounds as physical entities. As an introductory course to the phonological study of human language, this course assumes a good foundation in phonetics, for example that provided by ENG102 Practical Phonetics. It introduces students to the major phonological concepts within the general framework of Classical Phonemics and Generative Phonology. Lectures will be supplemented with practical phonological problems taken from various dialects of English and from other languages, where appropriate. Students are required to solve these problems using the principles introduced in the lecture.

Aims

The course aims to achieve the following:

1. To introduce students to the major concepts and principles in phonology;
2. To familiarize students with the standard analysis of English phonology;
3. To broaden students' knowledge of various English accents;
4. To provide background and skills for conducting investigations that explore;;
5. English phonology in its social context;
6. To study some of the differences between English and Cantonese sound systems
7. To analyze the phonological system of 'Hong Kong English';
8. To develop students' analytical and problem-solving skills.

Indicative Content

1. Phonemes and allophones
2. Rules and representations
3. Distinctive features
4. Phonological processes
5. The phonological analysis of the syllable
6. Connected speech
7. Accents of English
8. Changes in pronunciation

Teaching Method

This course will consist of a two-hour lecture and a one-hour tutorial per week. Students will be required to solve phonological problems and to discuss their solutions in the tutorials. Examples and data will be drawn from various languages.

Measurement of Learning Outcomes

Through written assignments, class discussion and final examination.

Assessment

Students will be evaluated by a combination of continuous assessment and a final examination.

Continuous Assessment: 60% (written assignments and a presentation on a specified topic)

Final Examination: 40%

Recommended Readings

Carr, P., *Phonology*, London: MacMillan, 1993.

Clark, J. and C. Yallop, *An Introduction to Phonetics and Phonology*, Oxford: Blackwell, 1995.

Collins, B. and Mees, I. M., *Practical Phonetics and Phonology*, London & New York: Routledge, 2003.

Giegerich, H.J., *English Phonology: An Introduction*, Cambridge: Cambridge University Press, 1992.

Jensen, J.T., *English Phonology*, Amsterdam: John Benjamin, 1993.

Katamba, F., *An Introduction to Phonology*, London: Longman, 1989.

Pennington, M.C., *Phonology in English Language Teaching*, London: Longman, 1996.

Wells, J.C., *Accents of English*, Cambridge: Cambridge University Press, 1982.

B.A. (Honours) in Contemporary English Studies

Course Title	:	Intercultural Communication
Course Code	:	ENG272
Recommended Study Year	:	2 nd & 3 rd Year
No. of Credits/Term	:	3
Mode of Tuition	:	Lecture and Tutorial
Class Contact Hours	:	2 hours Lecture/week 1 hour Tutorial/week
Category in Major Programme	:	Disciplinary Elective
Prerequisite(s)	:	N/A
Co-requisite(s)	:	N/A
Exclusion(s)	:	N/A
Exemption Requirement(s)	:	N/A

Brief Course Description

This course is designed to give students a basic understanding of the nature and dynamics of intercultural communication. Students will be introduced to theoretical concepts and practical knowledge about intercultural communication. They will be required to apply theories to actual situations through case studies and small-scale surveys, as well as reflecting on their own experiences in dealing with issues arising from communication in intercultural and cross-cultural contexts.

Aims

1. To provide students with basic concepts and theories of intercultural communication;
2. To promote students' awareness of the influence of cultural differences on language communication;
3. To draw students' attention to the significance of both verbal and nonverbal communication in intercultural encounters and cross-cultural contexts;
4. To develop students' sensitivity towards problems that may arise in intercultural communication;
5. To enable students to develop useful approaches in studying intercultural communication as well as dealing with problems of intercultural communication.

Learning Outcomes

To provide students with a heightened understanding of the issues of intercultural communication and develop useful approaches for both studying and dealing with intercultural communication.

Indicative Content

1. Defining communication, culture, and intercultural communication
2. Perception, cognition, and intercultural communication
3. Dimensions of Culture
4. Language and intercultural communication
5. Cross-cultural pragmatics
6. Contrastive rhetoric
7. Nonverbal communication and intercultural communication
8. Managing intercultural conflicts
9. Culture shock

Teaching Method

Besides lectures and tutorials, various other approaches such as case studies, games, and role simulations are used to enable students to have a better understanding of the subject.

Measurement of Learning Outcomes

The progress of learning is measured through class discussions, reports on tutorial discussions, exercises, presentations, term papers, and a final examination.

Assessment

Final examination: 50%

Continuous assessment: 50%

Required Readings

Chen, G. & W.J. Starosta, *Foundations of Intercultural Communication*, Boston: Allyn and Bacon, 1998.

Supplementary Readings

Samovar, LA & RE Porter, *Intercultural Communication, A Reader*, Wadsworth, 1997.

Dijk, Teun A. van, *Communicating Racism: Ethnic Prejudice in Thought and Talk*, Newbury Park, Calif: Sage Publications, c1987.

Gao, Ge & S. Ting-Toomey, *Communicating Effectively with the Chinese*, Thousand Oaks, Calif: Sage Publications, c1998.

Wierzbicka, Anna, *Understanding Cultures Through Their Key Words: English, Russian, Polish, German, and Japanese*, New York: Oxford University Press, 1997.

- Pan, Y.L., *Politeness in Chinese Face-to-Face Interaction*, Stamford: Ablex, 2000.
- Spencer-Oatey (Ed.), *Culturally Speaking: Managing Rapport Through Talk Across Cultures*, New York: Biddles Ltd, Guildford and King's Lynn, 2000.
- Blum-Kulka, S., J. House, G. Kasper, *Cross-Cultural Pragmatics: Requests and Apologies*, Norwood, N.J.: Ablex Pub, Corp., c1989.
- Young, Linda W. L., *Crosstalk and Culture in Sino-American Communication*, Cambridge, England: Cambridge U Press, 1994.
- Young, Linda W. L., Inscrutability revisited. In J.J. Gumperz (Ed), *Language and Social Identity*, Cambridge: Cambridge U Press, 1982.
- Kirkpatrick, Andy, Chinese rhetoric: Methods of argument, *Multilingua*, 14, 3, 271-295, 1995.
- Scollon, Suzanne, Not to waste words on students: Confucian and Socratic discourse in the tertiary classroom, in E. Hinkel (Ed) *Culture in Second Language Teaching and Learning*, Cambridge, U.K.: Cambridge U Press, 1999.
- Ting-Toomey, Stella and John G. Oetzel, *Managing Intercultural Conflict Effectively*, Thousand Oaks, Calif: Sage Publications, 2001.